



Literacy Work Stations

H A N D B O O K

In my classroom, you will find several grouping practices that can be used for effective instruction. Some of which are:

Whole group

Small group - same ability
(homogeneous)

Small group - mixed ability
(heterogeneous)

Pairs or Partners

One-on-one

While I know that the grouping practices are very effective and based on scientific research, I have one question concerning small group instruction.

Question?

What are the other students doing while I have a small group of students with me teaching guided reading?

Answer:

They are learning to take charge of their own learning. They are working in

Literacy Work Stations for grades 3-6.



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Mr. Herbert Rogers – Alton Elementary

Mr. Charles Newborn – Brownsville Road Elementary

Ms. Angela Brown – Douglas Elementary

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Literacy Work Stations 3-6

Overview

Literacy Work Stations 3-6

Overview

Research supports several grouping practices for effective instruction such as **whole group, small group same ability, small group mixed ability, pairs or partners, and one-on-one**. Traditionally, **most teachers feel comfortable with whole group instruction, as evidenced throughout the Memphis City Schools system**. While this grouping practice can be effective, there are other practices that must be exhibited in a classroom that will aid in increasing student achievement.

As a result of this observation, small group instruction became a district focus where students meet with their teachers for instruction. One expounding question continued to surface – **what will the other students do while a group is meeting with their teacher?**

This perennial question led to a Literacy Work Stations 3 – 6 professional development opportunity for a select group of schools.

How many schools were selected for the literacy work stations training?

Three schools from each academic area (I, II, and III) were selected.

Who selected these schools?

The Academic Superintendents selected the schools that were entered into the pool by interested principals.

After the selection of the schools, awareness level training began November 7, 2005 at the Teaching and Learning Academy. This training involved new learning, such as an overview of literacy work stations, a definition, foundational principles, ways to plan for small group/independent work time, visual images of how 3 – 6 work stations should look, and guidelines on the four “**must haves**” (a classroom library area, a writing area, a small group instruction area, and a large group instruction area) when implementing literacy work stations in a classroom, supported by an intense study of the book, *Practice with Purpose: Literacy Work Stations for Grades 3 – 6*.

Each participating school leadership team agreed to conduct training for other school teams in their academic areas. Before this could come to fruition, the school teams began an implementation process where they field-tested Debbie Diller’s work for three months.

The school teams then met for a “Show ‘N’ Tell” Professional Development session where mini versions of literacy work stations were presented on display boards, demonstration lessons were given, transparencies were used, and PowerPoint presentations were shown to demonstrate the successes of this implementation process.

After concluding that the implementation process was a success, the team began a series of planning sessions to prepare for summer professional development by academic areas. To aid in the successful implementation of work stations in grades 3 – 6 during the 2006 – 2007 school year, the Literacy Work Stations Leadership Team developed this implementation handbook. We hope that the work of the leadership team is helpful to you and most especially, that it helps raise the level of student achievement.

Literacy Work Stations vs Centers

Literacy Work Stations

Materials are taught with and used for instruction first. Then they are placed in the work station for independent use.

Stations remain set up all year long. Materials are changed to reflect students' reading levels, strategies being taught, and topics being studied.

Stations are used for students' meaningful independent work and are an integral part of each child's instruction. All students go to work stations daily as part of their "work."

Practice materials are differentiated for students with different needs and reading levels.

The teacher and students write directions for activities together to share and build ownership.

The teacher works with small groups during literacy work stations (doing guided reading, word study, and/or literature circles/book clubs) and differentiates instruction within each small group.

Traditional Centers

New materials were often placed in the center without first being used in teaching. The teacher may have shown how to use the center once, but it was often introduced with all the other new centers at one time.

Centers were often changed weekly to go with units of study. Materials often changed every week.

Centers were often used by students when they "finished their work." Centers were used for fun and motivation, for something extra.

All students did the same activities at centers. There was not usually much differentiation.

The teacher wrote all the directions and prepared everything beforehand.

If the teacher met with small groups, each group often did the same task.

Literacy Work Stations Defined

WOULD YOU LIKE HELP VISUALIZING WHAT A LITERACY WORK STATION ENVIRONMENT SHOULD LOOK LIKE?

If you answered YES, picture this:



The Setting:
A Classroom

Question: What is happening?

Answer: Students are actively engaged /working

Question: Where?

Answer: All around the room in small groups
(At their desks, sitting on the floor, in a corner, using the overhead, using whiteboards)

Question: Doing what?

Answer: All kinds of reading, writing, listening, and speaking activities centered around what the teacher has taught

Question: When?

Answer: Daily during the 90-minute literacy block

Question: How are students grouped?

Answer: Working independently or with a partner

Question: Where is the teacher?

Answer: Meeting with a small group, guiding their reading

Question: What is a Literacy Work Station?

Answer: An area within the classroom
Where students work alone or with partners
Using instructional materials that have already been used,
That include a variety of activities from which students choose,
Where students have time for practice without the teacher's assistance

According to Debbie Diller's 2003 *Practice with Purpose*, a "Literacy Work Station" is defined as "an area within the classroom where students work alone or interact with one another, using instructional materials to explore and expand their literacy. It is a place where varieties of activities reinforce and/or extend learning, often without assistance of the classroom teacher. It is a time for students to practice reading, writing, speaking, listening, and working with letters and words." (p.3)

Research that Supports Literacy Work Stations

Research that Supports Literacy Work Stations Cited in Debbie Diller's Book *Practice with Purpose: Literacy Work Stations for Grades 3 – 6*

- Teacher modeling helps ensure independent learning. Students need to see many demonstrations of how to use materials or do tasks before they can do them well on their own. **Brian Cambourne's Conditions of Learning** model (1988) identifies demonstration as an important prerequisite for language learning. I have found that the most successful work stations are those using materials and activities that teachers have modeled most. (p.7)
- The best way to guarantee success at literacy work stations is through lots of modeling, with teachers gradually releasing more responsibility to the students. **Pearson and Gallagher's Gradual Release Model of Instruction** (1983) outlines the principle of gradually releasing responsibility to the students. (p.7)
- Students are encouraged to "have a go" at tasks as they practice them. Students learn best in a classroom where they feel safe and secure. They often learn more when working with a peer to practice something new. **Eric Jensen** (1998) explains how the brain learns best when threats are removed. Grading everything students practice can be threatening for some, because they are just learning how to do certain tasks. Use grades judiciously at work stations.(p.9)
- Russian Psychologist **Lev Vygotsky** (1978) explained that student learning takes place during the student's "**Zone of Proximal Development**" or **ZPD**. If you closely examine students who get into trouble in class, chances are you'll find that some of them are being asked to function at a level above their current ZPD. This is why differentiation at Literacy work stations is so critical. (p.9)
- **Eric Jensen** writes about getting the brain's attention in his book **Teaching with the Brain in Mind** (1998). He suggests that to increase students' intrinsic motivation and keep their attention, teachers should provide choices, make learning relevant and personal, and make it engaging (emotional, energetic, physical). These are exactly the factors that make literacy workstations successful. (p.10)
- A question I am always asked is How do I schedule this into my day? **Julie Morgenstern**, author of **Organizing from the Inside Out** (1998) and **Time Management from the Inside Out** (2000), recommends that you focus on getting space under control before you attempt to manage time. "You can see space, but you cannot see time."(p.15)

Literacy Work Stations 3-6

Literacy Work Stations

Classroom Library Work Station

Listening Work Station

Writing Work Station

Word Study / Spelling Work Station

Drama / Reader's Theatre Work Station

Poetry Work Station

Overhead Work Station

Math Work Station

Content-Area Work Station (Science)

Content-Area Work Station (Social Studies)

K-2 Work Stations	Transitions	3-6 Work Stations
Independent Reading as a separate time from literacy work stations	Moving to longer periods of time for independent reading and response writing	Independent reading as part of independent work time (quiet versus active part); might work with one reading group during about twenty minutes of this time
Classroom Library	Move to silent reading for a longer period of time and include expanded responses to books read; use genres (like articles and nonfiction) they'll need for taking state reading tests	Classroom Library
Listening Work Station	Provide tapes for students who need extra support; expand to include social studies and science texts	Listening Work Station
Writing Work Station	Give students a longer chunk of time to practice writing strategies and include genres they'll need for taking state writing tests	Writing Work Station
ABC/Word Study Work Station	Transition to more investigative word study work with complex word patterns/etymology, vocabulary, and so on, especially as related to their own reading and writing	Word Study/Spelling Work Station
Drama Work Station	Provide opportunities for students to practice fluent reading with reader's theater scripts as well as develop comprehension through dramatizations and improvisations	Drama/Reader's Theater Work Station
Poetry Work Station	Move to more interpretation of poems, focusing more on inference	Poetry Work Station
Overhead Work Station	Can use overheads for cursive handwriting, grammar, and state test practice	Overhead Work Station
Social Studies and Science Work Stations	Become places for inquiry/research of topics related to science, social studies, and health	Content-Area Work Stations
Guided Reading Groups/Literature Circles	More students are moving into literature circles, sometimes combined with guided reading	Guided Reading Groups/Literature Circles

Classroom Library Work Station

Materials Needed:

Books (organized by genre, topic, authors, levels, etc.)
 Baskets (label clearly so students can locate books easily)
 Rugs
 Pillow
 Bean Bags
 Station rules posted
 Labels
 Containers
 Bookshelves (labeled fiction and nonfiction)
 Book racks (can be spinning)
 A book checkout system
 Sticky Notes
 Charts



I Can or I Will:

Read independently.
 Read with a partner.
 Choose a book.
 Keep a reading log.
 Create a story board.
 Care for reading materials.

Suggested Charts that Can be Visible in This Station:

How to Choose a Book
 How to Check Out a Book
 Library Work Station Rules (created by you and the students)

***These are not the only materials that can be used in a Library Work Station; therefore, add to the list some of the materials that you would include. This is only a starter list.**

Listening Work Station

Materials Needed:

Tape recorder
 Headphones
 CD player
 Books on tape
 Books with audiotapes or CDs
 Comfortable seating
 Rules
 List of task to choose from



Internet Source that Can be Used for This Station:

www.school.booksontape.com

I Can or I Will:

Listen to a tape or CD.
 Follow along in a book.
 Answer questions in my reading log with a partner.
 Visualize what I read in my mind.

***These are not the only materials or internet site that can be used in a Listening Work Station; therefore, add to the list some of the materials and internet sites that you would include. This is only a starter list.**

Writing Work Station

Materials Needed:

A comfortable writing surface
Variety of writing materials
Paper, pens and pencils
Story starters
Dictionaries and thesauri



I Can or I Will:

Proofread and edit my writing with a partner.
Write a variety of correspondence. (cards, invitations, stories, etc.)
Practice my handwriting.

Suggestions to Use for This Station:

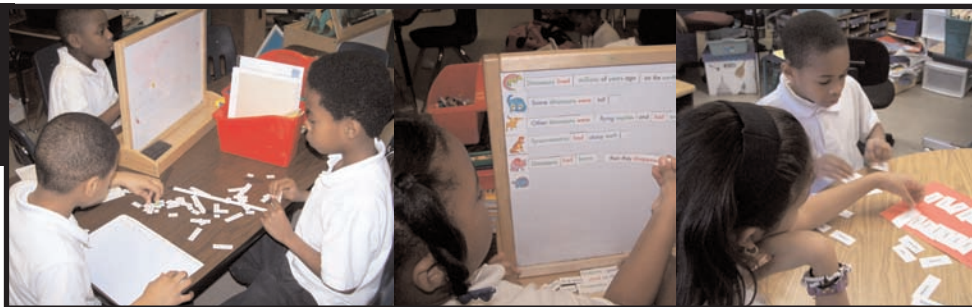
Add color paper, different color pens, neon pens, decorative note paper, or decorative stationery.

***These are not the only materials that can be used or the only I Can's or I Will's that can be included in a Writing Work Station; therefore, add to the list some of the materials and suggestions that you would include. This is only a starter list.**

Word Study/Spelling Work Station

Materials Needed:

Words to Sort written on small cards
Dry Erase Board/ Dry Erase
Markers/Erasers
Individual chalkboards
Magnetic letters
Grid paper for making word puzzles
Sentence Strips (laminated for reuse)
Paper
Pencils (colored and regular)
Markers
Letter stencils or stamps
Word games such as Scrabble or Boggle
Dictionaries
Thesauri
Word Wall
Newspapers and Magazines (Word Jumbles/Word Games)
Word Study Notebook
Computer Games
Clipboard
CD-ROMs for making word study games



I Can or I Will:

Make words using letters, stencils, or stamps.
Create word searches or crossword puzzles.
Sort words into groups.
(Example: patterns, parts of speech, syllables, sounds)
Play a word game.
Make a word web, flip chart, word wheel.
Work with a partner and give a spelling test.

Suggested Books to Use for This Station:

All Sorts of Sorts 2
– Sharon Brown
The Extinct Alphabet Book or U.S. Navy Alphabet Book
– Jerry Pallotta
Incredible Quotations – Jacqueline Sweeney
Making Words and Making More Big Words
– Patricia Cunningham

***These are not the only materials or books that can be used in a Word Study/Spelling Work Station; therefore, add to the list some of the materials and books that you would include. This is only a starter list.**

Drama/Reader's Theatre Work Station

Materials Needed:

Reader's theatre scripts and mini-plays
 Variety of texts available for reading practice and dramatization
 Poems with action words
 Internet Sources for Reader's Theater
 Vocabulary words on cards for pantomiming (include content area words)
 Fables and quotes for improvisation
 Objects in bags for improvisation
 Social studies and science books with ideas of what to dramatize

I Can or I Will:

Select a text.
 Act our selected text.
 Read a play with a friend.
 Read a play with expression.
 Write a script.
 Discuss a play with a partner.
 Use puppets or props to retell a story.
 Choose a character and act out the character's mood.



Reader's Theatre Internet Sources and Script Sources:

www.literacyconnections.com/ReadersTheatre.html
www.aaronshep.com/rt
<http://www.readers-theatre.com>

25 Mini-Plays: World History

– Erin Fry (grades 4 - 8)

12 Fabulously Funny Fairy Tale Plays

– Justine McCory Martin (grades 2 – 4)

From Script to Stage- Aaron Shepherd (grades 1 – 8)

From Trade Books to Reader's Theatre Scripts

These titles can be easily adapted to reader's theatre:

The Pain and the Great One – Judy Blume (grades 3-4)

You Read to Me, I'll Read to You

– John Ciardi (grades 3,4, and 5)

Great American Speeches

– Alexandra Hanson-Harding (grades 3+)

***These are not the only Internet and Script Sources that can be used in a Drama/Reader's Theatre Work Station; therefore, add to the list internet sources and script sources that you would include. This is only a starter list.**

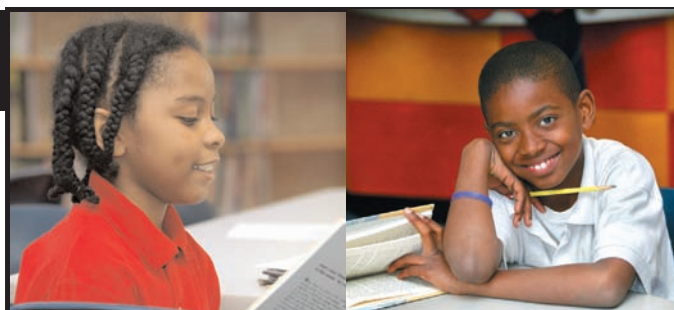
Poetry Work Station

Materials Needed:

Poems
 Poetry books
 Poetry charts
 Poetry journal
 Paper (for writing poems)
 Pencils
 Art Supplies
 Sticky Notes
 Index Cards for writing poetry tasks (open ended questions)
 Blank note cards for writing poems
 Bookmarks
 Rhyming dictionary and thesaurus
 Notebook or binder
 Unbreakable natural objects
 Highlighter tape
 Highlighter pens
 Baskets or containers (for poems, books, or paper)

I Can or I Will:

Make words using letters.
 Illustrate one stanza from a poem.
 Write different kinds of poems. (example: haiku)
 Write a metaphor or simile.
 Read a poem with rhythm.
 Memorize and perform a poem.
 Copy favorite poems into my poetry journal.
 Write the poem in my journal and highlight new and interesting words.
 Complete a task card from the notebook or binder.



Suggested Books to Use for This Station:

The Random House Book of Poetry for Children

– Jack Prelutsky

The Dream Keeper and Other Poems

– Langston Hughes

All the Small Poems and Fourteen More

– Valerie Worth

***These are not the only materials or books that can be used in a Poetry Work Station; therefore, add to the list some of the materials and books that you would include. This is only a starter list.**

Overhead Work Station

Materials Needed:

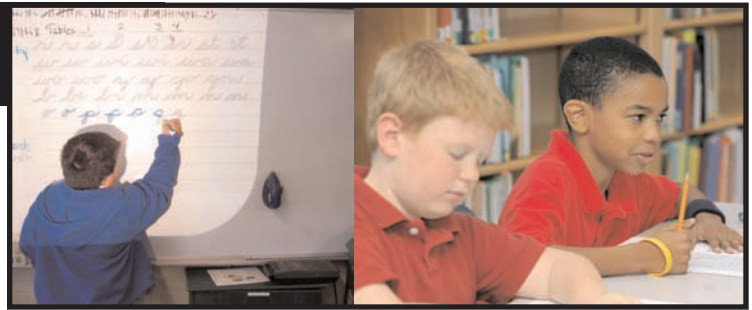
Transparencies (Should be kept in a clear plastic sleeve)
 Dry Erase markers
 Three-ring content binder with tabs for content (Math, Science, Social Studies)
 Answer key should be in the back of the binder
 Overhead manipulatives

I Can or I Will:

Read and discuss an overhead from the content binder with a partner.
 Create and complete a Thinking Map for content area.
 Use overhead manipulatives to create Math word problems with a partner.
 Edit a writing piece with a partner.

A Concern that Some Teachers Might Have about This Station:

In the book *Practice with Purpose: Literacy Work Stations for Grades 3 - 6*, Diller 2005, it is mentioned that some teachers are reluctant to let students use the overhead for fear they might break it (p. 74-75). Teachers who may be reluctant to allow student use of overheads will find ideas on avoiding trouble at this station in the chart at the right.



Possible Problem	Troubleshooting Ideas
Students have trouble working together here.	Never put more than two students at this station at a time. Pair kids who get along.
Students fight over who turns the machine on and off.	Teach students that one will turn it on and the other will turn it off.
The spray bottle makes a mess with the vis-à-vis pens.	Substitute dry-erase markers for vis-à-vis pens. Or use baby wipes to clean the screen. Or have students project onto a chalkboard and write directly on the board with chalk.
I can't find the transparencies I collected and used last year.	Keep all transparencies in clear plastic, sleeves in a three-ring binder labeled "Overhead Transparencies." Label each section for easy use.

***These are not the only materials or books that can be used in an Overhead Work Station; therefore, add to the list some of the materials and books that you would include. This is only a starter list.**

Content-Area Work Station - Math

(Within proximity of Everyday Counts Calendar Math displays)

Materials Needed:

Math word wall
 Math reference books
 Math trade books
 Individual white boards
 Wipe off markers
 Computers with software (internet connections)
 Multiple manipulatives
 Geometric solids
 Puzzles
 Board games
 Clipboards
 Writing utensils
 Sticky notes



I Can or I Will:

Read and interpret graphic information.
 Review and work with math vocabulary.
 Apply/transfer mathematics skills to new situations.
 Solve real world mathematical problems and write about the process in my math journals.
 Organize information to solve a problem.
 Teach a friend how to ... (*specific learning expectations*)

Suggested Books to Use for This Station:

Math Talk: Mathematical Ideas in Poems for Two Voices

– Theoni Pappas

Mathematickles!

– Betsy Franco

***These are not the only materials or books that can be used in a Math Work Station; therefore, add to the list some of the materials and books that you would include. This is only a starter list.**

Content-Area Work Station - Science

Materials Needed:

Books- fiction/non-fiction (at different levels)
 Easy science experiments
 Equipment/scientific tools (changed as needed)
 – hand lenses, goggles, stopwatches, thermometers, calculators
 Directions for using equipment
 News articles related to science topics being studied
 Notebook Journals/Data Sheets
 Cards, sentence strips or sheets to write questions about information studied
 Artifacts related to the topic of study
 Graph paper
 Blank paper
 Sticky Notes
 Teacher-made questions for students to answer about graphic information



I Can or I Will:

Gather information about the topic.
 Take notes about what I study.
 Write information that I read on a post-it-note.
 Buddy read with a partner.
 Design an investigation.
 Write and present the outcomes of the investigation and develop new questions.

Suggested Resources on How to Formulate Questions of Inquiry:

Nonfiction Matters – Stephanie Harvey (1998)
Investigate Nonfiction – Donald Graves (1989)

***These are not the only materials that can be used in a Science Content Area Work Station; therefore, add to the list materials that you would include. This is only a starter list.
 Add to the I Can or I Will list.**

Content-Area Work Station - Social Studies

Materials Needed:

Books about the topic – historical fiction/non-fiction (at different reading levels)
 Biographies
 Pictures
 Maps and Atlases
 Tables, graphs, and charts
 Computers
 Websites marked
 Index cards
 Dictionaries
 Thesauri
 Material used to teach the lesson (Example: Thinking Maps)



I Can or I Will:

Gather information about the topic.
 Take notes about what I study.
 Buddy-read with a partner about historic figures.
 Record social studies connections and new words that are found.
 Make time lines of information studied.

***These are not the only materials that can be used in a Social Studies Content Area Work Station; therefore, add to the list materials that you would include. This is only a starter list.
 Add to the I Can or I Will list.**

Begin creating a resource book list that can be used for this work station. Ask your students to assist with the book selections.

Appendix

Literacy Work Stations 3-6

Frequently Asked Questions of the Leadership Team

Process:

During the three-month implementation period, many questions were asked daily of the leadership team about literacy work stations by teachers at our school sites. While there were many questions, the leadership team identified four common questions that were asked most often, and those four frequently asked questions are addressed in the handbook.

Question: How were the questions answered since this was a pilot project for the schools?

Answer: The leadership team used Debbie Diller's book, *Practice with Purpose: Literacy Work Stations for Grades 3 – 6*, as their resource. You will find that references have been made to the pages in her book that answer each question asked.

Our findings:

We, as a district leadership team, found that the questions asked of us were also questions that Debbie Diller was asked in her travels to promote literacy work stations throughout the United States.

Question: In this era of accountability, where will I get grades if I am implementing Literacy Work Stations?

Answer: Literacy Work Stations are primarily for the practice of skills. Every activity assigned at a work station does not need to be graded. You need to determine which activities will be graded ahead of time.
Referenced from Chapter 2 on pages 16 and 17

Question: This is new to me, and I am uncertain as to what Literacy Work Stations should be visible in a 3 – 6 classroom? How will I know if I have the work stations that I should?

Answer: Some work stations that might already be present in your classroom would be the Classroom Library, Listening, Writing, Computer, and Content Area Work Station.

Other work stations that would be easily set up are the Buddy-Reading, Handwriting, Overhead, Word Study, and Newspaper Work Stations.

Referenced from Chapter 2 page 25 and Chapter 5 pages 67 – 81

Question: I have used the term centers for many years as a teacher. Now, we are changing to literacy work stations. What is the difference?

Answer: The emphasis in literacy work stations is on teacher modeling and students' responsibility for their own learning. In traditional centers, teachers did too much of the work. As explained in Debbie Diller's book, teachers would think of the ideas for the materials, make the materials, laminate them, cut them out, explain them, explain them again, clean up after they were used, and decide when to change the materials (usually every Friday afternoon) and what would be done with them.

Literacy Work Stations are up all year, but the materials are changed according to the students' reading levels, strategies being taught, and topics being studied. Traditional centers and materials were often changed weekly to go with units of study.

Literacy Work Stations are used by all students on a daily basis for students' meaningful independent work and are an integral part of each child's instruction. Traditional centers were used for fun and motivation, for something extra and students were allowed to go the centers when they were finished with their work.

Literacy Work Stations meet the needs of each individual by providing activities at different levels.

Students share in the decision-making process for each Literacy Work Station. They help decide when to change the materials, and negotiate ideas for what they'd like to do to practice at each station.

Referenced from Chapter 1 pages 4 and 5

Literacy Work Stations 3-6

Frequently Asked Questions of the Leadership Team

Question: I am concerned with the students moving about from place to place in the classroom? How do I make the movement a smooth transition with such a large group of students left that are not meeting with me for small group instruction? How will the students know what to do, where to go, and what is acceptable or unacceptable?

Answer: Each teacher needs a management board labeled with the different work stations. The board should show which students are assigned to which station for that session. The board should be changed on a daily basis. Each station should have an "I Can" or "I Will" chart which shows the students the activities they can complete. Work Station Rules should be discussed and posted so that each student knows what is expected (Students should be involved in the making of the rules).

Referenced from Chapter 2 pages 19, 27, and 28

Literacy Work Stations 3-6

Recommended Suggestions for Successful Implementation of Literacy Work Stations Grades 3-6

During the three-month implementation period, we as a leadership team wanted the implementation of Literacy Work Stations in grades 3 – 6 to be successful. We studied intensely Debbie Diller's book *Practice with Purpose: Literacy Work Stations for Grades 3 - 6* and began to field-test her product. We found that Literacy Work Stations could be implemented in a 3 – 6 classroom effectively and enhance the learning environment greatly. The changes that we began to see in many of the students were amazing. Below, you will find five recommended suggestions from the team that will help with your transition to Literacy Work Stations. (Please note that these are only suggestions based on our implementation.)

1. Develop a management routine/board so that students can move to Literacy Work Stations independently. A pocket chart with each station's icon and student names is a simple management routine board. However, you can be creative and develop one that best suits you and your students. (Practice with Purpose, page 21)
2. Develop and model procedures for each station so that students know what is expected of them. Teacher modeling may be needed more than one time to ensure that the students understand how to use the materials and complete the task. This avoided confusion and time off-task in the work stations. (Practice with Purpose, page 7)
3. Introduce one work station at a time, starting with one group and gradually adding others. Always have clear and concise directions written for each activity. Each station should have an "I Can" or "I Will" list that explains what students "can" do at a station. This allowed for individual needs to be met based on the teacher's experience with Literacy Work Stations. No one was overwhelmed by having to implement five or six work stations at once. (Practice with Purpose , page 9)
4. Work stations should contain materials for independent practice of lessons that have been previously taught. (Practice with Purpose, page 5) Organize the materials using shelves, baskets, labels, etc., so that students can manage the materials in the station independently. This teaches them organizational skills as well as increases their level of responsibility.
5. Materials should be differentiated for students at different ability levels. (Practice with Purpose, page 5)

Literacy Work Stations 3-6

Testimonials from the District Leadership Team

In the past, students have been bored with instruction in my classroom; but the Literacy Work Stations excited them. They were eager to learn and go to the work stations to work.

When using the Literacy Work Stations, my students are engaged in purposeful practice with the Student Performance Indicators (SPI's).

Literacy Work Stations provided a way to differentiate instruction for the students.

I had one student in my class that was very shy and withdrawn prior to the introduction of Literacy Work Stations. The student is now able to work in a small group setting with confidence and is beginning to participate more in whole group activities.

My students love visiting our Literacy Work Stations. From curling up in the Library Work Station and reading a good book to visiting the Listening Center Work Station to listen to one of their favorite books on tape, has been a joy for my students.

Composing a narrative in the Writing Work Station and visiting the Computer Work Station are highlights for some of my students.

We will look forward to hearing some of your testimonials as you implement Literacy Work Stations in your 3 – 6 classrooms.

E-mail them to:

Ms. Opanell Rhodes, District Literacy Coach and Professional Developer
rhodeso@mcsk12.net

Debbie Diller's Handouts

Practice with Purpose: Literacy Work Stations for Grades 3-6

presented by

Debbie Diller,
Educational Consultant
Houston, TN
website: www.debbiediller.com

A *literacy work station* is an area within the classroom where students do work alone or interact with one another, using instructional materials to explore and expand their literacy. It is a place where a variety of activities reinforce, and/or extend learning, often without assistance of the classroom teacher. It is a time for children to practice reading, writing, speaking, listening, and working with letters and words.

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Getting Started with Independent Work in Grades 3 and up

1st 4 weeks
of school

- Begin independent reading routines
- Begin writing response folders/notebooks
- Introduce literacy work stations routines
- Model reading strategies in whole class read aloud, shared reading, modeled and shared writing (include decoding, fluency, and comprehension strategies)
- Begin writers' workshop
- Begin word study routines

about 4-6
weeks after
school starts

- Layer on small group reading instruction in grades 1-5, including guided reading and literature discussion groups

How Do I Get Started With Work Stations?

- **Plan for Space** for work stations in your classroom. Use existing equipment that won't require any extra room, such as the computer, a pocket chart and the overhead. Put a tape recorded on the floor. Keep your classroom uncluttered so there's room for traffic to flow easily. Store some materials on shelves or inside cabinets and allow students to take these to the floor or a desk to work.
- **Label** each space with a sign. You might use those included in this packet. Label materials at each station, too, to keep areas well-organized. Have students help you make the labels. This gives them ownership!
- **Start Slowly. Introduce one work station at a time, possible just one a day.** Show and tell the work station ... *This is the overhead work station. When you come here, you will practice reading poems we have read together in class...*
- **Be Explicit** as you explain and model procedures, step by step. *At the writing station, you must write something. You may illustrate it, but I expect most of your time to be spent writing. Use the words on the word wall to help you spell. I'll expect those words to be spelled correctly...*
- **Peer Model** use of the station for the class. Have two students demonstrate how to work at that station. Have others give feedback.
- **Explain Consequences.** Let students know what will happen if they don't follow the rules. Then be sure to **Follow Through.**
- **Allow For Practice in Pairs** at this station. This initial practice should be short. Be available to observe.
- **Introduce A Management Board** once students have been practiced briefly in several stations.
- **Teach Students How To Transition** between stations. You might use a bell to tell students that it is time to change work stations.
- **Pull Small Groups** only when students demonstrate they can work independently at their stations. This will take time, probably weeks!

Planning for Literacy Work Stations

1. MINI LESSON: (5-10 min.)
 - introduce what to do
 - get kids' input
 - write directions together

2. LWS TIME: (20 min. for 1 rotation; 45 min. for 2 rotations)
 - 20 min. each
 - work with partners
 - teacher w/small group
(but not at 1st)

3. SHARING TIME: (5-10 min.)
 - get kids' input
 - reflect together
 - adjust accordingly

Use Sharing Time Question Cards on the next page.

What did I learn during independent time today?	What did I do to help myself be a better writer today?
What did I enjoy doing during independent time today? Why? What did I learn there?	What did I learn about word study today? New words? New strategy I tried?
What didn't I like during independent time today? Why not?	What do I think we should change at work stations? Why?
What did I do to help myself be a better reader today?	What else would I like to do at work stations? What and how would that help me to learn?
How did I solve a problem at work stations today?	How did I help someone else solve a problem at literacy work stations?

Publications by Debbie Diller

- *Beyond the Names Chart: Using Children's Names for Word Study* Teaching Resource Center, 2002. www.trcabc.com
- *Literacy Work Stations: Making Centers Work*. Stenhouse, June 2003. www.stenhouse.com
- *Practice with Purpose: Literacy Work Stations for Grades 3-6*. Stenhouse 2005.
- *Task Cards for Literacy Work Stations*. Teaching Resource Center, 2004.
- Video on literacy work stations for K-2. Stenhouse, 2006. (in press)

Debbie Diller has been an educator for almost 30 years and has taught PreK through 10th grade in public schools. She has been published in *the Reading Teacher* (May 1999) on "Opening the Dialogue: Using Culture as a Tool in teaching Young African American Children." She has also written articles for *The State of Reading* (Summer 2001) on "Learning with Christopher: Using Word Study as an Acceleration Tool" and (Fall 1998/Spring 1999) "The TAAS Busters Reading Club: Connecting TAAS to Real-Life Reading."

My Mission Statement

My mission is
to live with courage and conviction
to inspire and empower teachers
to see each child's differences,
and to use these
to teach ALL children
to read, write, and think.

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Sample 90-Minute Weekly Instructional Guide

Refer to Teaching and Learning Academy website for

SAMPLE 30 MINUTE WEEKLY INSTRUCTIONAL GUIDE
Additional Integrated Language Arts - GRADES 3-6

WHOLE GROUP OPTIONS				
Day 1	Day 2	Day 3	Day 4	Day 5
<p>Grade 3 Time: 40 minutes Grade 4, 5, & 6 Time: 60 minutes</p> <p>This week is brought to you by <u>(target comprehension skill)</u> and <u>(vocabulary strategy)</u>.</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Introduce target skill • Follow SF “Skill Lesson” • Use Chunk the Text (Instructional strategy) • Use varied reading approaches (choral reading, shared/ interactive reading, etc.) <p>Vocabulary</p> <ul style="list-style-type: none"> • Introduce vocabulary strategy • Follow instructions in TE (“Introduce, Teach, Close, Assess”) • Discuss “Words to Know” • Act out action words • Start a Word Wall with these words • Read the textbox • Conduct a Think-Aloud • Log the vocabulary strategy into a Vocabulary and Comprehension Strategy Notebook <p>Comprehension</p> <ul style="list-style-type: none"> • Discuss “Guiding Comprehension” questions • Refer to the locator dots for answers to the question • Have students show evidence of their answers • Have students explain how they derived their answers (discuss a strategy used) • Introduce SQ3R Strategy Survey Question Read Recite Review • Discuss “Reader Response” (questions 4 and 5 relates to the comprehension strategy) • Record response in the Vocabulary and Comprehension Strategy Notebook 	<p>Grade 3 Time: 20 minutes Grade 4, 5, & 6 Time: 60 minutes</p> <p>This week is brought to you by <u>(target comprehension skill)</u> and <u>(vocabulary strategy)</u>.</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Review Target Comprehension Skill Lesson <p>Vocabulary</p> <ul style="list-style-type: none"> • Review Vocabulary Strategy Lesson <p>Comprehension</p> <ul style="list-style-type: none"> • Introduce main selection by conducting a read-aloud of one or two pages • Discuss: relate to target comprehension strategy 	<p>Grade 3 Time: 20 minutes Grade 4, 5, & 6 Time: 30 minutes</p> <p>This week is brought to you by <u>(target comprehension skill)</u> and <u>(vocabulary strategy)</u>.</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Review target skill • Read main selection (read aloud, shared/interactive reading, choral reading) <p>Vocabulary</p> <ul style="list-style-type: none"> • Review vocabulary strategy 	<p>Grade 3 Time: 20 minutes Grade 4, 5, & 6 Time: 30 minutes</p> <p>This week is brought to you by <u>(target comprehension skill)</u> and <u>(vocabulary strategy)</u>.</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Review target skill • Revisit selected portions of main selection that relate to target skill <p>Selection Test</p> <p>Weekly Assessments</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Review vocabulary strategy • Revisit selected portions of main selection that relate to target skill 	<p>Day 1 – The Background-building Oral Language Tape is available to activate prior knowledge in whole group.</p> <p>Day 2 – The Skills Lesson Selection Tape is available for small group.</p> <p>Day 3 – The Main Selection Tape is available for small group.</p> <p>Day 4 – Phonics Songs and Rhymes Chart and Phonics Reader are available. Refer to 5-Day Planner in SF Teacher Manual for proper use.</p> <p>Refer to <i>A Blueprint for Learning: A Teacher’s Guide to the Tennessee Curriculum</i>. The skills are coded and identified as:</p> <ul style="list-style-type: none"> • Introduced (I) • Developing (D) • State CRT and Writing Assessed (A) • Mastered and Maintained (M)

SMALL GROUP OPTIONS

Day 1	Day 2	Day 3	Day 4	Day 5	Comments
<p>Grade 3 Time: 40 minutes Grade 4, 5, & 6 Time: 30 minutes</p> <p>Fragile Group</p> <ul style="list-style-type: none"> Primary focus: fluency and comprehension Repeated Reading (#1) of "Story Summary" or other below-grade level leveled text (examples: books from lower grade, SF Collections for Readers) Revisit Target Comprehension Skill Workbook page(s) related to target skill (optional) Use the Thinking Map that will be appropriate for that skill (Ex: Sequence-Flow Map) Links to Reading First (Grade 3 Only) Day 1 Lesson <p>Suggestions for other flexible groups</p> <ul style="list-style-type: none"> Have students re-read portions of previously read stories from the basal text for fluency Have students read leveled readers (not the one for this lesson) for fluency Read from tradebooks Read from Challenge Readers <p>Independent Learning Options</p> <ul style="list-style-type: none"> Talk about it (Think-Pair-Share Strategy) Response Log Write About It sifreading.com Literacy instructional software if available <p>Suggested Literacy Work Stations</p> <p><i>Classroom Library</i></p> <p><i>Listening Work Station</i></p> <p><i>Writing Work Station</i></p> <p><i>Word Study/Spelling Work Stations</i></p> <p><i>Drama/Reader's Theatre Work Station</i></p> <p><i>Poetry Work Station</i></p> <p><i>Overhead Work Station</i></p> <p><i>Content-Area Work Stations(Math, Science, Social Studies)</i></p>	<p>Grade 3 Time: 60 minutes Grade 4, 5, & 6 Time: 30 minutes</p> <p>Fragile Group</p> <ul style="list-style-type: none"> Primary focus: fluency and comprehension Repeated Reading (#2) of "Story Summary" or other below-grade level leveled text (examples: books from lower grade, SF Collections for Readers) Links to Reading First (Grade 3 Only) Day 2 Lesson <p>Suggestions for other flexible groups</p> <ul style="list-style-type: none"> Have students read from the basal text for fluency Guided reading lesson using SF Leveled Readers, other leveled texts <p>Independent Learning Options</p> <ul style="list-style-type: none"> Talk about it (Think-Pair-Share Strategy) Response Log Write About It (tie to the target comprehension skill) sifreading.com Literacy instructional software if available Literacy Work Stations (refer to day 1 for a list of suggested Work Stations) 	<p>Grade 3 Time: 60 minutes Grade 4, 5, & 6 Time: 60 minutes</p> <p>Fragile Group</p> <ul style="list-style-type: none"> Primary focus: fluency and comprehension Repeated Reading (#3) of "Story Summary" or other below-grade level leveled text (examples: books from lower grade, SF Collections for Readers, QuickReads) Links to Reading First (Grade 3 Only) Day 3 Lesson <p>Suggestions for other flexible groups</p> <ul style="list-style-type: none"> Have students read from the basal text for fluency Guided reading lesson using SF Leveled Readers A or B (on or near level readers) Read the second story independently (above level readers) and conduct discussion in small group Use the <i>Tennessee Leveled Practice and Test Link</i> 10 Important Sentences (if available) <p>Independent Learning Options</p> <ul style="list-style-type: none"> Writing connected to the comprehension strategy Response Log Write About It (tie to the comprehension skill) sifreading.com Literacy instructional software if available Literacy Work Stations(refer to day 1 for a list of suggested Work Stations) Read second story independently in preparation for small group discussion (above level readers) Word sorts on weekly spelling pattern(s) 	<p>Grade 3 Time: 60 minutes Grade 4, 5, & 6 Time: 60 minutes</p> <p>Fragile Group</p> <ul style="list-style-type: none"> Primary focus: fluency and comprehension Repeated Reading (#4) of "Story Summary" or other below-grade level leveled text (examples: books from lower grade, SF Collections for Readers, QuickReads) Links to Reading First (Grade 3 Only) Day 4 Lesson <p>Suggestions for other flexible groups</p> <ul style="list-style-type: none"> Read the second story (read for information and/or fluency) Teacher Resource Book Teacher Practice Book Comprehension Re-teach (can be graded) Guided reading lesson using leveled readers (new story, same skill) <i>Tennessee Leveled Practice and Test Link</i> 10 Important Sentences (if available) Read the second story for fluency <p>Independent Learning Options</p> <ul style="list-style-type: none"> Writing connected to the comprehension strategy Response Log Write About It (tie to the comprehension skill) sifreading.com Literacy instructional software if available Literacy Work Stations(refer to day 1 for a list of suggested Work Stations) 	<p>Grade 3 Time: 60 minutes Grade 4, 5, & 6 Time: 60 minutes</p> <p>Fragile Group</p> <ul style="list-style-type: none"> Weekly Fluency Check Listen to students read some of the comprehension lesson Links to Reading First (Grade 3 Only) Day 5 Lesson <p>Suggestions for other flexible groups</p> <ul style="list-style-type: none"> Comprehension Review (can be graded) Weekly Assessment <p>Independent Learning Options</p> <ul style="list-style-type: none"> Literacy instructional software if available Literacy Work Stations(refer to day 1 for a list of suggested Work Stations) 	<p>Administer six weeks assessments according to MCS Elementary Literacy Assessment Schedule.</p> <p>Please note that times increased as the week progressed for small group options</p> <p>Refer to Teaching and Learning Academy website for SAMPLE 30 MINUTE WEEKLY INSTRUCTIONAL GUIDE</p> <p>Additional Integrated Language Arts - GRADES 3-6</p>

WHOLE GROUP OPTIONS

10 Minutes

Grade 3 - Whole Class Sharing, reflection, and closure	Voyager Module 2	Grade 4-6 - On an as needed basis, classes may be reassembled for whole class sharing, reflection, and closure
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